Diffusion and Integration of Educational Technology (EDUC - 8841 - 2)

Wiki’s: Part of the Web 2.0 Revolution  
by  
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Wiki’s: Part of the Web 2.0 Revolution

Slide by slide transcript of the PowerPoint presentation on wiki’s.

Slide 1: *Wiki’s: Part of the Web 2.0 Revolution*

Title slide, no narration.

Slide 2: *Why should we want this?*

Students need tools relevant to their time and place to be productive in society. Through the ages, communication of values, ideas, and information in general have been transferred from one generation to the next. Whatever tools are available to the teacher are used to reach the learner. Stories by the campfire, books, audio, visual, right up to the computers and gadgets of today. Whatever the technology of the time, it is used to reach the learners. Learners may not always listen, but the message is there and best communicated by the tools the learner favours.

Slide 3: *So, who thought of wiki’s?*

The ‘duh’ moment, Ward Cunningham creates the wiki (and names it) beginning in about 1995. He wanted to find it faster and easier, ‘help me and make corrections as needed!’ That’s the wiki!

Cunningham had a need, a need to connect ideas and thoughts and the use of hyperlinks to connect these ideas in a system that was accessible and retrievable was intriguing. He intuitively extended the use of the HyperStudio’s premise, linking ideas electronically .

Slide 4: *So who is this really for?*

What was the development process, why was it designed?

Cunningham wanted to create a tool that would allow writers to connect and collaborate while writing without spending time looking things up . The need was speed, and ease of resource use. He attributes the nexus of the idea to Vannevar Bush who had similar thoughts, but for a reader’s perspective some 40 years before.

At first, the database he designed used the technology of the HyperCard program from Apple and the organization of the rolodex. Something that was easy to use but had to be flexible in that the links set on one page my go to a page that may not yet exist. The system had to be able to adapt as new items added and maintain connectivity at one’s fingertips. The speed of access pleased Cunningham and made the whole of the results useful, fast like the wiki wiki busses in Hawaii he had once visited.

Another consideration in development arose. Who would police it? Need there be a gatekeeper? Cunningham answered these questions with a resounding ‘no one’ as the open format allows anyone who has access the ability to update and correct. This was the intrinsic beauty of the technology; all became responsible . This is further exemplified by my experience of creating a wiki for church; within a couple hours of release and people, joining in a spelling error was noted and corrected. The audience becomes the editor and overseer.

Slide 5: *How was it made and put out there?*

The short version, Ward connected data within a data base format and used links that could connect pieces together. The concept gained popularity and was open format, anybody could edit, add correct, delete, etc. It became a source of community with its own monitors connected with the site. He thought about copyright but decided against it (Cunningham, 2008; “What Is Wiki,” 2002; “Wikinomics: How Mass Collaboration Will Fundamentally Change Learning,” n.d.). Commercial sites use this as marketing, free pages supplied if one endures the advertising or one can pay to make it a closed wiki within a limited scope of users (Tangient LLC, 2010).

Slide 6: *Timeline for Wiki*

The time line for wikis was short, and not completely traditional. Release of the technology and use took off once piloted within the author’s organization. The decision being made not to commercialize the rudimentary design brought about uses and options for product line commercialization, like Wikispaces and Wikipedia (Kahney, 2002). Cunningham and Leuf wrote *The Wiki Way: Quick Collaboration on the Web*, which helped pay the bills (Leuf & Cunningham, 2005).

Slide 7: *So, what is the extent of usage?*

Internet use has entered the last phase of the innovation ‘S’ (Thornburg, S Curve, 2009; Saettler, 2004) curve with over 80% acceptance in the U.S. (“World Internet Project,” 2010). The maturity of usage indicates there is widespread acceptance of the tool and what the internet has to offer. Wiki use remains in a growth stage presently and would be in the second quartile of the ‘S’ curve (“Who's Online - Internet Demographics: Online Activities, 2000-2009,” 2010) with the younger users dominating daily use. Access to the various wiki’s show about 2% of the daily traffic going to wiki sites, percentage wise perhaps insignificant but that represents millions of users and the potential is there for growth! European companies are embracing the technology, one major geographic area of competition for our students, with up to 40% of companies using some form of wiki on a regular basis for business and learning opportunities (Deiser, 2009). Our students must compete with the world, this is an example of what the Europeans are doing to stay competitive with the US and Asia!

Slide 8: *Who is coming on board?*

Most innovations have their champions. We need to see who is bringing the wiki into use and how we can complete. The Europeans have embraced the concept (Deiser, 2009) and are getting to a maturity level representative of critical mass (Bakshy, E., Karrer, B., & Adamic, L., 2009). Those who see the collaborative efforts as beneficial will champion the wiki, teacher, publishers, businesses, and the like (Gibson, 2006). It makes sense to project where collaboration is essential and may not be as applicable for information needs that remain static (Wagner, 2004).

Slide 9: *We should do this.*

* + To stay competitive.
  + To ensure accurate and up to date information.
  + To be able to easily update and correct as we go.
  + Because it is secure and inexpensive.
  + Because it makes us leaders in the organization staying up with the ever changing programs we offer.
  + To have a fluid and flexible system with records of updates.

The dynamic marketplaces in which we work and our students will be competing require us to stay current with technology so that we may prepare the student for what s/he will face. Many higher education providers are known to be sluggish in adopting, not in developing, newer technologies (Henshaw, 2008). We need to be the leader in this realm and more, so need to embrace web 2.0 and be ready to lead the way with web 3.0 as it arrives (Spivack, 2006).

Slide 10: *Trial period.*

We may need a trial period to show the technology can maintain the integrity of proprietary information and that the system is kept secure .

* + We will show who will have access and how we will know.
  + We will show how records are automatically retained and notice given to all when an update made.
  + Security was an early issue, but all users become police in maintaining the integrity of the system .

Slide 11: *Implementation*

How do we implement?

* + Easy access to commercial sites and for a fee the site can be protected and not available to all.
  + The organizer has say who can participate and can monitor.
  + Benefits include update broadcast email to participants. No need to create a list and monitor it, it is automatically sent to all who have access.

Information is, up to the minute, current.

Changes consistent across the board .

Clarifications available.

Other industries have embraced, soon our competitors will as well (Deiser, 2009; Henshaw, 2008; Norton & Hathaway, 2008; “Wikinomics: How Mass Collaboration Will Fundamentally Change Learning,” n.d.; “Wikis, Digital Literacies, and Professional Growth..pdf,” n.d.)!

So, will we do this and who shall give us the OK?

The CAO or President…

Slide 12: *Who gets a wiki up and rolling for the department/class?*

A department head would be the likely choice for an internal wiki that need dynamic oversight. The drawbacks are that there may not be technical comfort levels that would embrace, but the process and basics are easily learned. Students of this age take this type of technology in stride and may end up being the best technical resource for the department heads or teaching staff who will on reflection find the benefits easily outweigh their apprehensions. Not all will buy in; there will be those who utterly refuse until forced . If we demonstrate the benefits and sound pedagogy based on both constructionist and constructivist theory, we will make sense (Deubel, 2003; Dreon Jr. & Dietrich, 2009; Hastie, I.-Chun Hung, & Nian-Shing Chen, 2010; Henshaw, 2008).

Slide 13: *How are we getting buy in?*

* This should not be a top-down directive!
* Support and train, look for leaders in the teaching staff to try it out.

Let the staff use and become familiar with benefits and try on their own, as results come in more will become interested. Faculty can and should lead the way for adoption of the wiki in learning (Henshaw, 2008) and support needs to be provided to those who wish to embrace new opportunities . The pedagogy is supported, the need demonstrated, the support structure needs to be in place to encourage . It should not be a decree, but an offered embrace for the teaching staff.

Students may already be using technology and may help teaching staff grow in understanding . In the age group we serve, 80%+ use the internet and 2% of use is to a wiki! (Skiba, 2005). The staff will have another tool to develop critical thinking making our students better for the workforce!

The need-students must compete.

An information change agent becomes evident as use grows.

Expertise is developed, staff attempts-trial and error- adoption.

Use worldwide is increasing, stay current, and leads our students.

The process will reach critical mass and become self-sustaining, though not all may join in (Rogers, 2003; Saettler, 2004). Give them the baton, they will run with it!

Slide 14: *Final Points*

* Green approach to handouts.
* Collaborative in nature.
* Easy to use.
* Pedagogy supported.
* Teacher/student interaction outside of classroom.
* Builds experience for what students are faced with in the workplace.

Slide 15: *Thank you for your time and attention!*

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